

Subject card

Subject name and code	US History - class I, PG_00145153						
Field of study	American Studies						
Date of commencement of studies	October 2024	Academic year of realisation of subject			2024/2025		
Education level	undergraduate studies	Subject group			Obligatory subject group in the field of study		
Mode of study	full-time studies	Mode of delivery			at the university		
Year of study	1	Language of instruction			Polish		
Semester of study	1	ECTS credits			2.0		
Learning profile	academic	Assessment form					
Conducting unit	Zakład Amerykanistyki -> Instytut Anglistyki i Amerykanistyki -> Faculty of Languages						
Name and surname of lecturer (lecturers)	Subject supervisor		dr Piotr Derengowski				
	Teachers		dr Piotr Derengowski				
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	0.0	30.0	0.0	0.0	0.0	30
	E-learning hours included: 0.0						
Learning activity and number of study hours	Learning activity	Participation in didactic classes included in study plan		Participation in consultation hours		Self-study	SUM
	Number of study hours	30		2.0		18.0	50
Subject objectives	The purpose of the course is to familiarize the students with historical context essential for further instruction within the American studies. Successful completion of the course provides the students with basic knowledge of the history of Western Hemisphere, as well as systematic knowledge of the History of the USA. This class also gives the students the opportunity to get to know both terminology and the basics skills for conducting historical research. Students learn how to interpret and critically analyze particular types of sources.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[AMERL3_K03] is ready to make decisions independently and to critically evaluate and accept responsibility for the consequences of her/his own actions and the actions of the teams in which s/he participates, in particular while performing tasks in American Studies and in professional practice.	The student is ready to make decisions independently and to critically evaluate and accept responsibility for the consequences of their own actions and the actions of teams, in which he/she participates, in particular by performing tasks within the framework of the study of American Studies. (K_K03)	[SK1] oral statement/conversation/discussion [SK2] presentation/project/paper/report [SK3] text preparation/written work [SK4] test/exam - oral or written
	[AMERL3_K01] is ready to critically evaluate his knowledge and skills, especially in American cultural and literary studies, as well as the basic contextual knowledge of American studies concerning history, social sciences, geography, linguistics and art and English.	The student is ready to critically evaluate his/her knowledge and skills, especially in the field of North American history and basic knowledge of contextual knowledge of American studies concerning history (K_K01)	[SK1] oral statement/conversation/discussion [SK2] presentation/project/paper/report [SK3] text preparation/written work [SK4] test/exam - oral or written
	[AMERL3_U12] Is able to interact with others and plan and organize individual and team work, especially in the field of American Studies and in a selected sphere of cultural or economic activity related to knowledge of cultural contexts and the English language.	The student is able to interact with others and plan and organize individual and team work, especially in the framework of American Studies (K_U12)	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report [SU3] text preparation/written work [SU4] test/exam - oral or written
	[AMERL3_U08] Is able to participate in debate, present and evaluate different opinions and positions and discuss them, especially in relation to issues concerning cultural phenomena and processes in North America, American literature and the basic contextual knowledge of American studies in American history and art.	The student is able to participate in debate, present and evaluate various opinions and positions and discuss them, in particular in relation to issues concerning historical phenomena and processes in North America, as well as basic knowledge of the contextual knowledge of American studies in history (K_U08)	[SU1] oral statement/conversation/discussion
	[AMERL3_W11] Knows and understands the basic interrelationships of American cultural and literary studies with other humanity studies and social sciences, including, in particular, knowledge of selected issues and basic terminology in American history, society, language, politics and art, constituting the basic contextual knowledge necessary for the study of North American cultural phenomena and processes.	The student knows and understands the issues and basic terminology of American History, which constitute the basic contextual knowledge necessary for the study of North American cultural phenomena and processes. (K_W11)	[SW4] test/exam - oral or written
	[AMERL3_U09] Is able to use and communicate knowledge of history, social sciences, geography, linguistics and the arts, providing a basic context in the study of North American cultural phenomena and processes.	The student is able to use and communicate knowledge of history, which is the basic context in the study of historical phenomena and processes of North America (K_U09)	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report [SU3] text preparation/written work [SU4] test/exam - oral or written
Subject contents	Semester 1: From colonization to the foundation of national states. Birth of the USA and the history of the region. Geographical environment; characteristic features of North Americas landscape (physical map), political maps of the region (16th-19th century), administrative division of the USA (20th century). Discussions around issues, e.g. New World? Beginnings of the settlement (Chesapeake, Plymouth). Characteristic features of colonization: Spanish, Portuguese, English, French, Dutch. Beginnings of slavery, transatlantic trade (middle passage), development of AfroAmerican culture and forms of resistance. Diversity of Native Americans, conditioning of cooperation and causes of conflicts with Indians. Spanish America and British colonies. Economic, political, social, cultural rationale for American Revolution. The War of 1754/6-1763 and territorial changes on Western Hemisphere. British policy toward colonies in North America. Declaration of Independence. State constitutions. Two wars of the independence. Political system, trifurcation and balance of power (check and balances), Bill of Rights. Louisiana Purchase, market revolution, Manifest Destiny. Foundation of national states on Western Hemisphere. Cotton Kingdom and the peculiar institution. Abolitionism (W.L. Garrison, F. Douglass, E. Potowski-Rose, Grimke sisters). Slavery and territorial expansion of the USA. Doctrine of popular sovereignty. Mexico will poison us causes and outcomes of the Mexican War. The Civil War the second American Revolution? Elements of historical researches: types of sources, elements of the critical analysis and interpretation of sources (individual assignments).		
Prerequisites and co-requisites	English B1		

Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	Attendance and active participation	70.0%	10.0%
	Essay	51.0%	10.0%
	Colloquiums	51.0%	30.0%
	Presentation	51.0%	5.0%
	Reading journal	51.0%	30.0%
	Walk-in quizzes	51.0%	15.0%
Recommended reading	Basic literature	<p>semester 1: E. Foner, <i>Voices of Freedom. A Documentary History, Vol. I</i>; Thomas Morton, <i>The Native Americans of New England</i> (1637); Bartolomé de las Casas on Spanish Treatment of the Indians, from <i>History of the Indies</i> (1528); Father Jean de Brébeuf on the Customs and Beliefs of the Hurons (1635); A Micmac Indian Replies to the French (1677); Richard Hakluyt, <i>an Argument for Colonization from A Discourse Concerning Western Planting</i> (1584); Maryland Act Concerning Religion (1644); John Winthrop, <i>Speech to the Massachusetts General Court</i> (1645); <i>The Trial of Anne Hutchinson</i> (1637); William Penn, <i>Pennsylvania Charter of Privileges and Liberties</i> (1701); Nathaniel Bacon on Bacons Rebellion (1676); <i>Complaint of an Indentured Servant</i> (1756); Olaudah Equiano on Slavery (1789); Samuel Sewall, <i>The Selling of Joseph</i> (1700); Pontiac, <i>Two Speeches</i> (1762 and 1763); Virginia Resolutions on the Stamp Act (1765); Farmington, Connecticut, <i>Resolutions on the Intolerable Acts</i> (1774); Thomas Paine, <i>Common Sense</i> (1776); James Chalmers, <i>Plain Truth</i> (1776); <i>Exchange between Jewish Congregation of Newport, Rhode Island, and George Washington, on Religious Toleration</i> (1790); <i>The Right of Free Suffrage</i> (1776); Noah Webster on Equality (1787); <i>Liberating Indentured Servants</i> (1784); <i>Petition of Slaves to the Massachusetts Legislature</i> (1777); Benjamin Rush, <i>Thoughts Upon Female Education</i> (1787); Benjamin F. Bache, <i>A Defense of the French Revolution</i> (1792-1793); <i>Address of the Democratic-Republican Society of Pennsylvania</i> (1794); Judith Sargent Murray, <i>On the Equality of Sexes</i> (1790); George Washington, <i>Farewell Address</i> (1796); <i>Tecumseh on Indians and Land</i> (1810); <i>The Monroe Doctrine</i> (1823); John Quincy Adams on the Role of the National Government (1825); Chief Sharitarish on Changes in Indian Life (1822); <i>Appeal of the Cherokee Nation</i> (1830); Frederick Douglass on the Desire for Freedom (1845); William Sewall, <i>The Results of British Emancipation</i> (1860); George Fitzhugh and the Proslavery Argument (1854); <i>Letter by a Fugitive Slave</i> (1840); <i>The Lincoln-Douglas Debates</i> (1858); Frederick Douglass on the Fourth of July (1852); Catherine Beecher on the Duty of American Females (1837); Angelina Grimké on Womens Rights (1837); <i>Declaration of Sentiments of the Seneca Falls Convention</i> (1848); <i>South Carolina Ordinance of Secession</i> (1860); Alexander H. Stephens, <i>The Cornerstone of the Confederacy</i> (1861); Samuel S. Cox <i>Condemns Emancipation</i> (1862); Frederick Douglass on Black Soldiers (1863); <i>State Constitutions</i> (http://www.landofthebrave.info/state-constitutions.htm); Frank Levstik, <i>The Civil War Diary of Colonel Albert Rogall, Polish American Studies, Vol. 27, No. 1/2 (Spring Autumn, 1970), pp. 33-79</i></p>	
	Supplementary literature	<p>Four speeches of Ernestine Potowski-Rose <i>Speech at the Anniversary of West Indian Emancipation, August 4, 1853, Flushing, New York, pp. 147-152</i>; <i>Speech at the New England Anti-Slavery Convention: All Free or All Slave, May 30, 1855, Boston, Massachusetts, pp. 187-193</i>; <i>Speech at the Thomas Paine Celebration: Freedom or Slavery, January 29, 1861, New York, New York, pp. 291-294</i>; <i>Speeches at the National Convention of the Loyal Women of the Republic, May 14, 1863, New York, New York, pp. 304-310</i>; all speeches are to be found in: <i>Mistress of Herself. Speeches and Letters of Ernestine L. Rose. Early Womens Right Leader</i>, ed. by Paula Doress-Worters (New York: The Feminist Press at the City University of New York, 2008); Piotr Derengowski, <i>The Polish Voice on Slaves and Slavery in the United States of America in Mid-Nineteenth Century</i>, in: <i>East Central Europe in Exile</i>, ed. by Anna Mazurkiewicz, Vol. 2, <i>Transatlantic Identities</i>, pp. 117-133; James M. McPherson, <i>What They Fought For, 1861-1865</i> (New York, London, Toronto, Sydney, Auckland: Anchor Books, Doubleday, 1995) Chapter 3; Donald Yacovone, <i>The Fifty-fourth Massachusetts Regiment, the Pay Crisis, and the Lincoln Despotism</i>, pp. 35-51, in <i>Hope & Glory. Essays on the Legacy of the Fifty-fourth Massachusetts Regiment</i>, ed. by Martin H. Blatt, Thomas J. Brown, and Donald Yacovone (Amherst: University of Massachusetts Press, 2001).</p>	
	eResources addresses	Adresy na platformie eNauczanie:	
Example issues/ example questions/ tasks being completed	How did life change for Native Americans in North America from the beginning of European colonization in the 17th century to the 19th century?		
	The Coming of Emancipation. Describe the issues of slavery and black enlistment during the Civil War		
Work placement	Not applicable		

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